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ABSTRACT

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the southern part of the Austrian province of Carinthia. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Slovenian. Slovenian belongs to the southern Slavic language group and is spoken in the southern part of the Austrian province of Styria as well, and is the official language of the Republic of Slovenia. Geographical, cultural, and historical factors have led to the development of an unusually large number of dialects with pronounced differences. These same sociolinguistic factors have prevented the evolution of a single common colloquial variety of the language. (Contains 12 references.) (KFT)

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Slovenian

The Slovenian language in education in Austria

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This regional dossier was established by Brigitta Busch in 1997. Data reflect the situation in 1996-1997, unless stated otherwise.

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Foreword to the regional dossiers

background

For several years now, Mercator-Education has attempted to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of that State and which are traditionally used within a given territory of that State by nationals of that State forming a group numerically smaller than the rest of the State's population.[1] To date, Mercator-Education has been successful in establishing a computerized data bank containing bibliographic data, information about persons and organizations involved with minority language issues, and data collected during four inventory studies on pre-school education (Goot, Renkema & Stuijt, 1994), primary education (Sikma & Gorter, 1991), learning materials (Tjeerdsma & Sikma, 1994) and teacher training (Dekkers, 1995). In addition there is a need for documents stating in brief the most essential features of the educational system of regions with an autochthonous lesser used language. With the establishment of regional dossiers it is intended to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Community. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures, and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research (further reading and addresses are included) or as a source of

ideas for improving educational provision in their own region.

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of all levels of education in Member States of the European Union.[2] The information provided in the regional dossiers is focused on language use at the various levels of education.

contents

The remainder of this dossier consists firstly of an introduction to the region under study, followed by six sections each dealing with a specific level of the educational system. Sections eight to ten cover research, prospects and summary statistics. These brief descriptions contain factual information presented in a readily accessible way. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources.

1 Introduction to this issue

language

Slovenian is an autochthonous language spoken in the southern part of two Austrian provinces, Carinthia and Styria, and has been the state language in the neighbouring Republic of Slovenia since 1991. This report focusses on Carinthia. Slovenian belongs to the southern Slavic language group and has been used in writing since the 16th century (translation of the Bible). Geographical, cultural and historical factors have led to the development of an unusually large number of dialects with pronounced differences on the phonological and lexical level. Sociolinguistic factors have prevented the evolution of a single, common, colloquial variety of Slovenian which could be used as a functional means of communication throughout the bilingual area in Carinthia[3]. Sociolinguistic research has

made clear that language shift from Slovenian to German in Carinthia occurred with surprising speed[4].

statistics

According to the census of 1991 17,000 persons (3% of the population in Carinthia) speak Slovenian, but representatives from minority organizations and the Catholic Church estimate that the figure is twice as high[5]. Due to social changes within the Slovenian speaking population, there has been a considerable migration towards the regional capital Klagenfurt, which was originally not part of the bilingual territory according to Austrian legislation in the early nineties. The Austrian Supreme Court has since decided that primary bilingual education should be offered in the town of Klagenfurt as well as in the original bilingual territory.

status

Minority rights for Slovenes in Carinthia are recognized under Article 7 of the State Treaty of 1955 and are based on territorial principles, so access to minority schools is granted according to those principles. This means that it is not subject to personal declaration. Austria has signed, but not yet ratified, the Council of Europe's Charter for Regional and Minority Languages[6] and the Framework Convention for the Protection of Minority Rights[7]. Both these documents guarantee some basic linguistic rights. The Austrian Constitutional Law, the State Treaty and the *Volksgruppengesetz* (Ethnic Group Law) of 1976 do not contain any direct guarantee of protection for the ethnic group itself, but to some extent do regulate language use. Nevertheless the absence of any coordinated language planning and language policy in Austria very often leaves questions of language use and language planning to party politics. The result is that there are numerous different laws and regulations concerning language use. There are 35 municipalities in the bilingual area in Carinthia. Only six of them have topographic signs in both languages; in thirteen municipalities Slovenian is recognized as an official language for communal matters, but only in nine of them can Slovenian be used when dealing with the local police. In all of the 35 municipalities parents have the right to ask for

bilingual education for their children, and Slovenian can be used in the churches.

As Slovenian can only be used in very few official situations, there is a diglossic functional division between the two languages. Even where Slovenian is spoken as a first language during primary language socialisation, German is simultaneously present in the mass media and the social environment. The Slovenian speech community is probably without exception bilingual, whereas only very few German speakers master Slovenian. The relationship between the two languages differs greatly from speaker to speaker. The situation has been characterized as "one-sided, natural, collective Slovenian-German bilingualism"[8].

education system

In Austria public (state) schools have always played a much more important role than private schools. The Austrian state guarantees pupils' general access to public schools without distinction of birth, gender, race, status, class, language or religion. Private schools, by contrast, may select pupils according to religion, language or gender, although this is rarely applied. Compulsory schooling in Austria lasts for nine years. It starts for pupils at the age of six and ends at the age of fifteen. (A table of the Austrian education system can be found at p. 19)

Education in Slovenian is integrated into the Austrian school system[9]. At primary level, public schools in the bilingual area in Carinthia offer the possibility of bilingual education: German and Slovenian function simultaneously as languages of instruction. In comparison to public schools there are very few private schools. These schools teach the official curriculum and are subsidized by the state (infrastructure, partly payment of teaching staff, other expenses).

In Austria, education has always been a most sensitive area, heavily disputed among political decision-makers. The existing legal framework renders amending education laws very difficult.

some historic considerations on the education system

Basically the minority school system reaches back to the times of the Austro-Hungarian monarchy. School was considered as a means of homogenizing the heterogeneous population. Lessons in mother tongues of the different language groups were only introduced in the first three grades of primary schools in order to enable pupils to follow lessons in the German language as soon as possible. Thus the Austrian school system was based on the German language and all other languages were considered merely auxiliary.

In 1938 Austria was annexed to the Third Reich. Minority schools were abolished and minorities severely persecuted. In 1945 lessons in minority languages were taken up again and a new school system was introduced. In the Slovenian speaking area all subjects in primary schools were taught simultaneously in both languages - German and Slovenian. All pupils were supposed to learn both languages at school. But even in this period, from the third grade onward German was the medium of instruction, and Slovenian was only taught as a subject. Nevertheless this was the only period in the history of Austrian minority schools when a minority language had some regional relevance for the majority population as well. In 1958, due to German nationalist pressure, compulsory bilingual schooling was abolished and parents had to declare whether they wanted their children to learn Slovenian at school or not. Despite the fact that minority rights were granted by law on a territorial principle, somehow a personal declaration principle was introduced. Pressure was exerted on parents to remove their children from Slovenian lessons. The result was that after 1958 only about 20% of the children in the region attended bilingual lessons in primary schools. In subsequent years the number continued to fall, but since the late eighties there has been a new rise in the number of pupils attending bilingual schools. Today 25% of the pupils in primary schools also learn Slovenian (according to the statistics of 1996/97). This increase is due partly to the social and political changes that took place in the early nineties, when the state border between Austria and Slovenia was no longer considered a

frontier between two different political systems, and partly to the social movements in the eighties that emphasized solidarity and multiculturalism.

administration

The Federal Ministry of Education and Culture (*Bundesministerium für Unterricht und kulturelle Angelegenheiten*) has the overall responsibility for primary and secondary education, including vocational education and non-university higher education. The Federation has exclusive responsibility for basic legislation at all levels, except for nursery schools (kindergarten). The individual *Länder* (provinces) are responsible for issuing and implementing regional laws for the public sector of compulsory education. School boards at the different levels effect implementation and are also responsible for minority education in Slovenian (*Minderheitenschulwesen*).

inspection

There is a long tradition of school inspection in Austria with a rather hierarchical form of organization: the provincial inspector in Carinthia is assisted by district school inspectors in compulsory education and by subject inspectors in higher secondary education. The inspector for compulsory minority school supervises schooling in Slovenian. At secondary level the subject inspector for Slovenian is at the same time responsible for the inspection of those schools where Slovenian is a medium of instruction.

2 Pre-school education

target group

Nursery school (kindergarten) is the traditional form of pre-school education for children aged 3 to 6. Nursery school is optional and children attend at their parents' discretion. Thus it does not form part of the educational system as such.

structure

There are public kindergartens (established and maintained by the Federation, the *Länder* or the municipalities) and private kindergartens. Most of the kindergartens are run by municipalities.

language use

In Carinthia some of the municipal kindergartens are bilingual. There are five municipal kindergartens having bilingual sections; in two more municipalities the decision to create bilingual groups has been taken, but the groups have not been opened yet.
Nevertheless the first kindergartens offering bilingual or Slovenian groups were private. There are two kindergartens established by Slovenian organizations in the town of Klagenfurt, and three more in different villages in the bilingual area. These kindergartens are subsidized from Federal sources out of the special budget for minorities.

As the capacity of bilingual municipal kindergartens and of those run by Slovenian organizations is insufficient, groups of parents and educators have founded autonomous groups.

The children's language backgrounds in kindergartens are very heterogeneous: some speak Slovenian dialects at home, others a language close to Slovenian standard, others do not speak Slovenian at home at all. Generally at the age of three, when children enter kindergarten, they have to some extent become acquainted with the German language through the media and German-speaking surroundings. As kindergartens are not part of the official education system, very few data are available about language use and methods. These questions are left to the personal initiative of staff.

staff training

In Carinthia, kindergarten staff are generally trained in special schools at upper secondary level. The upper secondary school for kindergarten pedagogics has special optional courses in Slovenian language and on bilingual education. Such training consists of subject teaching for some 3-5 hours per week. This school has regular courses for students from 14-19 years of age and also gives access to university. Some of the kindergarten staff have also completed training in Slovenia, but sometimes municipalities are reluctant to employ them as the Slovenian certificates are not recognized by the Austrian authorities.

3 Primary education

target group

Primary education covers four years (grade 1 to 4) and is provided at primary schools (*Volksschule/ljudska šola*). Primary schools also offer an optional preprimary year (*Vorschulstufe*) to some six-year-olds, who will then have spent five years in primary school. The upper level of primary education (grade 5 to 8) has been more or less abolished and replaced by general secondary school. Amongst the very few primary schools in Austria which still run an upper primary level are two bilingual schools in mountain regions in Carinthia.

As bilingual education is organised on a territorial principle, it is up to the parents to decide - no matter what their own language background is - whether they want bilingual education within the public system for their children. In the last years there is an increasing number of German speaking pupils in bilingual schools.

legislation and school organization

In 1988, after long discussions, an amendment to the Education Act was passed (*Minderheitenschulgesetz-Novelle*). This amendment provides for separate bilingual and monolingual classes, but maintains access to bilingual education for German-speaking children, i.e. they are to be integrated into bilingual classes, if their parents register them. If the number of pupils is too low to run separate classes, a mixed class is to be established. A second teacher comes into the class for 10 to 14 hours.

statistics

In 81 public primary schools in the bilingual area and in two primary schools (one public and one private) in the town of Klagenfurt, bilingual education is possible. In the school year 1996/97, 1,427 pupils attended bilingual teaching in 64 of these schools. This figure corresponds to 25% of the pupils in this area. In the two Klagenfurt schools 102 pupils are registered for bilingual education.
A further 156 pupils in Carinthia are registered for learning Slovenian as a subject without formal assessment.

Slovenian as a subject

The curriculum also allows another form of Slovenian language teaching in primary schools. In monolingual German classes Slovenian can be taught as an additional practical subject (for two hours a week) without assessment.

Slovenian as a medium of instruction

The general primary school curriculum comprises the classical subject canon: mathematics, music, drawing, handicraft, physical education, local history, geography, biology, religious instruction and German. From the third grade onwards a modern foreign language (mostly English) is taught as a compulsory practical subject without assessment.
In bilingual schools Slovenian is part of the core curriculum. The curricula for German language and for Slovenian language run parallel as to their requirements. In the first three years of instruction both languages should be used to the same extent as a medium of instruction in all subjects. In practice there are great differences in the amount of Slovenian instruction provided.
The status of Slovenian in the bilingual classes seems to be chiefly dependent on the pupils' command of the minority language when they begin school, on the commitment of bilingual teachers and on the involvement of parents in bilingual classes.

In the fourth year of primary education German becomes the only medium of instruction. Slovenian is then taught as a subject in language lessons. A court case has been brought before the Austrian constitutional court claiming that Slovenian should be used on an equal basis with German as a medium of instruction for the whole of primary school. Experimental classes in the fourth year of primary education have been run in recent years, in which both Slovenian and German are used as a medium of instruction.

learning materials

Until the beginning of the nineties, textbooks in Slovenian were only available for Slovenian literacy training and language instruction. These textbooks were based on the assumption of a homogenous language background, meant for pupils having a thorough knowledge of Slovenian. But

reality in the classroom was much more heterogeneous. To cope with these lacunae, individual bilingual teachers and groups of teachers took the initiative to develop new textbooks and teaching materials. These books are printed by the Slovenian publishing houses in Carinthia. The school authorities have provided translations from standard German-language primary school textbooks.

Although there are now textbooks for primary education in all subjects and for all levels, the situation is still not satisfactory. Many teachers consider that simple translations of textbooks are rather problematic; translated texts invite pupils to use the textbook in their stronger language, which in many cases is German.

special education

The Austrian minority school law does not provide for bilingual special education, so statistics are not available. Generally in Austria education now aims at integration of children with learning and other difficulties into normal classes. This integration also takes place in some bilingual classes. A special teacher accompanies the child throughout the classes.

4 Secondary education

structure

Children aged 10 - 19 years attend secondary education. The first division into separately organized school types occurs at the lower level of secondary education. About 70% of all primary school leavers attend general secondary school (***Hauptschule***), about 30% go to academic secondary school (***Allgemeinbildende Höhere Schule***)(see scheme on page 18). General secondary school covers grades 5 to 8 (10- to 14-year-olds), and provides general education preparing pupils for employment and for the transition to intermediate and higher secondary schools. Academic secondary school comprises four years at the lower level (10- to 14-year-olds) and four years at the upper level (14- to 18-year-olds). After having completed the upper level a matriculation

examination (*Matura*) provides access to university studies. A number of upper secondary schools lead towards qualification at a vocational level.

General secondary school

Slovenian as a medium of instruction

Although Austrian school laws grant the possibility for bilingual general secondary schools or schools where Slovenian is used as a medium of instruction, there are no general secondary schools in which Slovenian is used as a medium of instruction. Slovenian is only taught as a subject.

Slovenian as a subject

There are three different ways to register for Slovenian lessons: demanding lessons in Slovenian language under the Minority School Law, choosing Slovenian as a foreign language (alternatively to English), and taking Slovenian as an optional additional subject. As the number of pupils enrolled for Slovenian in general secondary schools is relatively low, in most schools the necessary number for differentiating is not reached and pupils are taught in one single group. Often even pupils from different ages have to be taught within one group. The pupils' language background in these classes is very heterogeneous and teaching is very demanding.
Outside the area for which minority school education applies, Slovenian is only taught as an optional subject in special language lessons.

statistics

Only 5.3% of the pupils (i.e. 298 pupils) in the bilingual area attend Slovenian language classes in general secondary education. Compared with the number of pupils registered for bilingual classes in primary schools (25%) there is an alarming decrease between primary and general secondary education.

Academic secondary school

Slovenian as a medium of instruction

At the lower level of academic secondary school there is only one school (in Klagenfurt), where Slovenian is used as a medium of instruction. This is the *Bundesgymnasium für Slowenen (zvezna gimnazija za Slovence)* founded in 1957.

Nearly 3,000 pupils have gone through this school since its foundation; approximately 1,200 have left it with a secondary leaving certificate. In the 1996/97 school year 459 pupils were being taught (at the lower and upper secondary levels together) by 50 teachers of various subjects in this school.

At the upper secondary level, pupils in this school can choose between two basic orientations: one including Latin (*Gymnasium*) and the other emphasizing geometry and mathematics (*Realgymnasium*).

Slovenian as a subject

In some academic secondary schools Slovenian can be chosen as a core subject. In the 1996/97 school year 101 enrolments were registered for this option. Slovenian can also be learnt as an optional additional subject: 235 pupils attended this type of class. As the number of pupils enrolled for Slovenian as a subject is small in some schools, groups may comprise different ages or even pupils from different schools.

teaching materials

For most subjects school books in Slovenian are not available, so books in German are used. As all school books in Austria are state subsidized, authorities argue that school books in Slovenian for the different levels of secondary education would be too expensive due to their small circulation. Another problem is that school books have to be renewed regularly and reprinted according to progress in science. Existing books for some further subjects (Slovenian and history) have already become rather outdated.

Cooperation with Slovenia concerning school books began only in 1990, when an Austrian school book on economics was translated into Slovenian. This is now also being used in vocational training in Slovenia. Generally speaking, however, the curricula in the two countries are not comparable, so school books from Slovenia cannot be used in Austrian schools.

5 Vocational education

Non-academic vocational training in Austria is organized in a dual system of training in businesses or industries combined with a theoretical course at a compulsory vocational school. Except for agriculture and home economics, there are no such schools in which Slovenian is a medium of instruction and there are no bilingual schools of this type. Some enterprises where Slovenian is currently used as a working language (e.g. trading companies, print-shops, bookshops, tourism) take part in the apprenticeship training scheme.

At compulsory vocational school pupils can learn Slovenian as an additional subject. In the 1996/97 school year only 31 enrolments were registered.

bilingual academic vocational schools

In 1990 a higher bilingual secondary college for commerce was founded in Klagenfurt. Pupils enter this college at the age of 14 and receive five years of education. The matriculation examination at the end of this period grants access to university education. Pupils successfully completing this secondary vocational college are entitled to practise their own trade independently after three years of professional experience. The curriculum in the Klagenfurt college for commerce includes general education, vocational theory and vocational practice (in a school-run mock enterprise). Slovenian and German serve to an approximately equal extent as languages of instruction with all subjects. English and Italian are taught as foreign languages. In the 1996/97 school year the school had an enrolment of 143 pupils.

The other bilingual academic vocational school is a private school in St. Peter/Šentpeter, run by the Church. This higher secondary college provides vocational training for tourism and similar branches. 126 pupils were enrolled in 1996/97.

There is also a considerable number of pupils from the neighbouring Republic of Slovenia in both schools.

6 Higher education

In the Austrian universities and art colleges, as well as in the recently established *Fachhochschulen* (post-secondary special-subject colleges) the medium of instruction generally is German with the exception of particular courses (e.g. guest lectures) in different languages. Slovenian can also be studied as a subject. Students can specialize in a degree in Slovenian philology, in teacher training for academic secondary schools or in interpretation and translation.

7 Teacher training

Pre-primary teachers are trained for kindergarten pedagogics at upper secondary schools (see page 7)

primary and lower secondary level

Primary school teachers are trained at a higher education level at Teacher Training Colleges (*Pädagogische Akademie*). The course lasts at least six semesters. Teachers working with bilingual classes are obliged to pass a special examination at the Klagenfurt Teacher Training College. They have to prove their knowledge of Slovenian language, literature and culture as well as didactics and methodology of Slovenian language and bilingual teaching.

Teachers for lower secondary schools, like primary school teachers, receive training at Teacher Training Colleges. They qualify in two subjects which they later teach according to the subject teacher system in school. The training college in Klagenfurt runs courses for future teachers teaching Slovenian as a subject.

upper secondary level

Teachers at academic secondary schools are trained at universities. They graduate with an academic degree and prior to permanent employment they have to complete a year of teaching in school and additional courses. At three Austrian universities (Klagenfurt, Graz, Vienna) Slovenian

can be studied as a subject; the training year has to be completed in one of the schools in Carinthia.

in-service training for teachers

In-service training for teachers is carried out on a voluntary basis. It is organized for teachers at all types of schools (primary and secondary) by the pedagogical institute. The Klagenfurt pedagogical institute offers special courses for teachers working in Slovenian. Several "Educational workshops" have been established in various regions of Carinthia to promote exchanges between teachers.

By organizing special seminars and lectures in language acquisition, bilingual education and intercultural learning, Klagenfurt University also plays a role in in-service teachers training. Teachers can enroll for these courses without registering for regular university studies.

8 Adult education

Slovenian as a medium of instruction

Adult education in Slovenian is left to the voluntary sector. There is a wide range of organizations and (church) institutions offering courses in adult education at different levels, which are not aimed at formal qualification. Activities in this field organised by Slovenian organizations and by the church have a long tradition. As secondary education in Slovenian was only introduced in the second half of this century, for a long time these courses were the only possibility of further education in Slovenian. According to the needs and interests of members Slovenian cultural associations organize lectures, courses and seminars on different topics (e.g. culture, agriculture, literature, health, foreign language courses), where Slovenian is frequently a medium of instruction. Some of these cultural organizations have also built their own infrastructures for such courses and cultural activities. The two central Slovenian cultural organizations, *Slovenska prosvetna zveza* (SPZ) and *Krščanska kulturna zveza* (KKZ), also organize adult

education courses on a regional level, especially seminars for managers of local cultural organizations.

The Church runs a special Slovenian adult education centre, which offers a wide range of courses, from topics related to church life, arts and handicrafts to scientific lectures on topics such as contemporary history and literature, as well as Slovenian language courses.

Although the social structure within the Slovenian community in Carinthia has undergone fundamental changes in the last fifteen years, there is still a comparatively high percentage of the Slovenian population working in agriculture. The adult education organization *Kmečka izobraževalna skupnost* (KIS) has specialized in courses related to this field.

Slovenian language courses

As economic relations between the Republic of Slovenia and Carinthia have become closer, there is a growing demand for Slovenian language courses for the German-speaking population. These courses are mainly organized by the abovementioned organizations. In addition to the voluntary sector, the Austrian adult education centres offer evening classes at different levels.

While most of these courses lead to a fairly advanced level, there is a considerable lack of courses at the highest level. Slovenian language courses at Klagenfurt University, initially organized for students only, are more and more frequented by learners who are not enrolled as regular students, but wish to deepen their knowledge of Slovenian.

teaching materials

Until very recently hardly any teaching materials for the Slovenian language in adult education were available, and teachers had to rely on their own initiative. In recent years, books and manuals for teachers in adult classes using modern communicative methods of language learning have been produced in Slovenia. Nevertheless these courses require to be adapted by the teachers for the specific

situation in Carinthia as the original target group are not people living in the bilingual region.

9 Educational research

The Federal Ministry has established school development centres in the different provinces. The centre in Carinthia also has some activities in the field of bilingual education, e.g. development of curricula and teaching materials. Experimental classes are held from time to time in different schools. As the Ministry has only accepted experimental classes in this field that do not involve additional costs, teachers conducting such classes have to rely on their own initiative and resources.
At the different Austrian universities, especially at Klagenfurt University, the amount of research work done in this field increased in the eighties, when some staff members specialized in intercultural education. In 1989 the Conference of the Austrian Universities launched a broad study on the situation of minorities in the country including education. Several masters' and Ph.D. theses have been written on topics related to minority schools in Carinthia. Nevertheless there is a lack of in-depth coordinated research in this field.

10 Prospects

The greatest challenge for the future is the heterogeneous composition of bilingual and Slovenian classes at all levels of schooling. Estimates of language competence among school beginners have shown that approximately half of them start elementary language acquisition in Slovenian on entering school. Another 20% of this age group has passive knowledge of Slovenian and only about 30% are Slovenian native speakers. Whereas language acquisition in German progresses rapidly, due to out-of-school factors, Slovenian language acquisition has to be specially fostered.

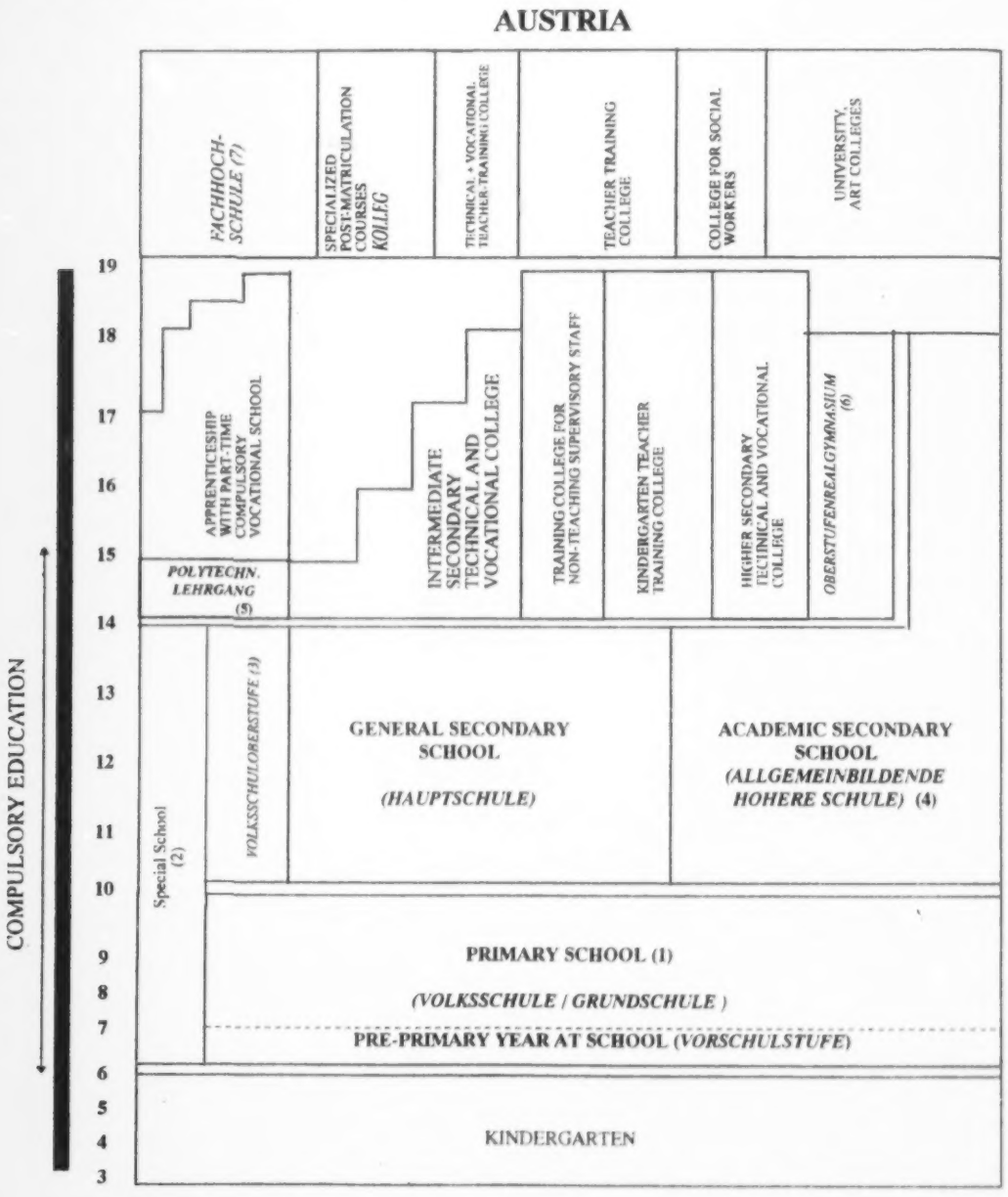
Intercultural learning was established as a general principle in Austrian curricula at both primary and secondary level as early as 1991/92. In practice a lot still remains to be done in this field. Language awareness training, fostering of metalinguistic competences, such as transfer and translation between the two languages, developing strategies for understanding, could all be steps towards the educational aim of intercultural learning.

Another field in which additional efforts are necessary is taking measures to bridge the gap between primary and secondary education, as there is a dramatic decrease in enrolment for Slovenian and bilingual education at the secondary level.
Generally, in the past more attention has been paid to Slovenian and bilingual education at primary than at other levels. Especially in non-academic vocational training the situation is still very unsatisfactory.

11 Summary statistics

Type of education	Number of schools	Enrolment figures
pre-school year	-	109
primary (Slovenian as a subject)	-	156
primary (bilingual)	64	1427
general secondary (Slovenian as a subject)	16	298
academic secondary (Slovenian as a subject)	-	330
academic secondary (Slovenian and bilingual)	3	728

Education system in Austria, from: *Structures of the Education*.



1. The pre-primary year precedes primary school, and is for children of compulsory school age who are not yet mature enough to attend primary school proper.
2. Special schools are not described in the text.
3. The Upper Level of Primary School. It is one of the school types at the lower level of secondary education, but the number of pupils now attending such schools is negligible.
4. The academic secondary school comprises four years at the lower level and four years at the upper level.
5. Pre-vocational year. This mainly concerns 14- to 15-year-olds wishing to learn an occupation immediately after the completion of compulsory schooling.
6. Separate upper-level type of academic secondary school, entered on completion of eight years of general education.
7. Post-secondary special-subject colleges. These have been established from the academic year 1994/95 as an alternative to existing university studies.

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Notes

1 Source: European charter for regional or minority languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens *148*

2 This document called "*Structures of the education and initial training systems in the European Union*" has been prepared jointly by EURYDICE and CEDEFOP. Website: (also in French) http://europa.eu.int/en/comm/dg22/euryen.html. Tel.: +32-2-238 3011; Fax. +32-2-230 6562. Address: EURYDICE European Unit, Rue d'Arlon 15, 1050 Brussels, Belgium.

3 Lausegger (1993), p. 87 - 99.

4 *Lage und Perspektiven*: p. 89.

5 Reiterer (1996), p.150.

6 European Charter for Regional and Minority Languages.

7 Framework Convention for the Protection of Minority Rights, European Treaty Series 157, 1995.

8 Lausegger (1993)

9 General information on the Austrian school system from: *Structures of the Education and Initial Training Systems in the European Union*, prepared jointly by Eurydice and Cedefop, 1995. School statistics are taken from: *Jahresbericht über das Schuljahr 1995/96*, Landesschulrat für Kärnten, Abteilung VII - Minderheitenschulwesen, Klagenfurt 1996.

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